

2014 - 2015
Annual Assessment Report

Bachelor of Arts and Bachelor of Science
Multimedia Journalism



Annual Assessment Report
School of Media and Strategic Communications
BA and BS in Multimedia Journalism
2014-2015

Date: September 15, 2015

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2014-15: 134

Number of students graduated in 2014-15: 34

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

Like the 2013-14 assessment, this assessment cycle only three learning outcomes were assessed because the students' capstone online portfolios were used for assessment. However, after the 2012-13 assessment it was decided that portfolios lend themselves best to assess these three learning outcomes and that other criteria should be used to assess the other, more theoretical learning outcomes. A new plan to assess the other learning outcomes was to be developed for this year. Due to a change in leadership, the assessment plan was not restructured to address the other outcomes. A new assessment plan will be developed during the 2015-16 academic year, and the 2015-16 report will reflect the new plan.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Assessment method used:

Two assessment methods were used to evaluate all eight learning outcomes: one at the intermediate level and one at the advanced level.

At the intermediate level the assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the eight learning outcomes above. (See appendix A for Internship Evaluation Grid)

At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. Links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 34 student portfolios, 5 were assessed for a total of 14.7%. The external reviewer received the assessment rubric and two to three portfolios to assess.

The following scale was used to assess the learning outcomes:

The assessment values are the same for all learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts. (Please see attached Grid that explains the sequence of courses in the B.A. and B.S. in Multimedia Journalism.)

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:
1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understand of this learning outcome was 2.75. Of these 2 students (40%) occasionally, 1 (20%) demonstrated this learning outcome well but needed more work and 2 (40%) demonstrated it well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.25, which was slightly higher than the previous year (4.1). This indicated that portfolios provided good representation of this learning outcome.

The overall grade was 84%.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Multimedia Journalism are required to take a course in Data Journalism. All students are required to use data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

No internship assessment of this learning outcome was available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.25, which was slightly higher than last year (4.15) and indicated that portfolios provided a good representation of this learning outcome.

The overall grade for this learning outcome was 84%.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcomes:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Reporting and Electronic Reporting. In addition, students in the Multimedia News track have additional courses including Editing in Multimedia, Public Affairs Reporting and Data Journalism. (Please see attached Grid that explains the sequence of courses in the B.A. and B.S. in Multimedia Journalism.)

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 4.42 and by far the biggest majority of students showed evidence that they performed well. One student (20%) demonstrated some skills but needed more work, 1 (20%) demonstrated this learning outcome well and 3 (60%) expertly demonstrated these skills. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.5 (which is down slightly from the previous year 3.9), which indicated that portfolios represented this learning outcome well and improved over the past year.

The overall grade for this learning outcome was 76%.

E. Summary of Assessment Results

The portfolio process in the school has come a long way. The assessment results for the Multimedia Journalism degree program suggest that further attention and effort should be placed on developing writing, editing and production techniques.

It indicated in past assessments, using professionals to evaluate these portfolios is somewhat cumbersome in that they do not understand this level of assessment. They continuously ask questions about the students' work and comment that they do not wish to penalize them unnecessarily. This year the professionals were better counseled on what the assessment and portfolios actually measure. Taking time to train the professionals on the purpose of the assessment led to a better participation and cooperation.

Finally, new assessment tools need to be created/utilized to assess the other 5 learning outcomes.

The review process this year suggested the school should undertake three steps before the next assessment round:

1. Develop a pre-test/post-test that can be administered in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students.

SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES
(2014-15)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (<i>2.5 or better</i>)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix A: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

**2014 - 2015
Annual Assessment Report**

**Bachelor of Arts and Bachelor of Science
Strategic Communication**



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA and BS in Sports Media
2014-2015

Date: September 15, 2015

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2014-15: 171

Number of students graduated in 2014-15: 39

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

Like the 2013-14 assessment, this assessment cycle only three learning outcomes were assessed because the students' capstone online portfolios were used for assessment. However, after the 2012-13 assessment it was decided that portfolios lend themselves best to assess these three learning outcomes and that other criteria should be used to assess the other, more theoretical learning outcomes. A new plan to assess the other learning outcomes was to be developed for this year. Due to a change in leadership, the assessment plan was not restructured to address the other outcomes. A new assessment plan will be developed during the 2015-16 academic year, and the 2015-16 report will reflect the new plan.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Assessment methods:

Two assessment methods were used to evaluate the three learning outcomes: one at the intermediate level and one at the advanced level.

Internship: At the intermediate level the assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the eight learning outcomes above. (See appendix A for Internship Evaluation Grid)

Capstone project: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2015 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 64 student portfolios, 10 were selected for assessment for a total of 12.5%. One external reviewer did not return the assessment of two portfolios, and only eight portfolios are considered in the assessment report. External reviewers received the assessment rubric and the URL to the online portfolios.

The following scale was used to assess the learning outcomes:

The assessment values are the same for all learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understand of this learning outcome was 2.95. Of these 2 students (50%) occasionally, 2 (25%) demonstrated this learning outcome well but needed more work and 1 (25%) demonstrated it well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 3.5, which is higher than the previous year (2.69). This indicated that portfolios provided an average representation of this learning outcome with room for improvement.

The overall grade was 64% compared to 53.8% the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 3.75. Two students (40%) demonstrated this well but needed more work, and 3 students (60%) demonstrated this learning outcome well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 3.15, which was higher than last year (2.25) and indicated that portfolios provided an improved representation of this learning outcome with room for continued improvement.

The overall grade for this learning outcome was 62% compared to 45% the previous year.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strat Comm majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writngn. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 2.95. Three (60%) of interns occasionally demonstrated these skills and 2 (40%) demonstrated this well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.5 (previously 2.4), which indicated that portfolios modestly represented this learning outcome and improved from the previous year.

The overall grade for this learning outcome was 70% compared to 48% the previous year.

E. Summary of Assessment Results

The portfolio process in the school has come a long way. This is particularly true for students in the sports media degree. The assessment results indicate that the students' work is improving; each of the three outcomes assessed improved from the previous year. However, the results indicate there is room for improvement, also.

As indicated in past assessments, using professionals to evaluate these portfolios is somewhat cumbersome in that they do not understand this level of assessment. They continuously ask questions about the students' work and comment that they do not wish to penalize them unnecessarily. This year the professional were better counseled on what the assessment and portfolios actually measure. Taking time to train the professionals on the purpose of the assessment led to a better participation and cooperation.

Finally, new assessment tools need to be created/utilized to assess the other 5 learning outcomes.

The review process this year suggested the school should undertake three steps before the next assessment round:

1. Develop a pre-test/post-test that can be administered in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students.

SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES
(2014-15)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (2.5 or better, *Comp. II w/C or better*)

MC 2023 - Electronic Communication (2.5 or better, *Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix A: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

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**Bachelor of Arts and Bachelor of Science
Sports Media**



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Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

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Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

Like the 2013-14 assessment, this assessment cycle only three learning outcomes were assessed because the students' capstone online portfolios were used for assessment.

However, after the 2012-13 assessment it was decided that portfolios lend themselves best to assess these three learning outcomes and that other criteria should be used to assess the other, more theoretical learning outcomes. A new plan to assess the other learning outcomes was to be developed for this year. Due to a change in leadership, the assessment plan was not restructured to address the other outcomes. A new assessment plan will be developed during the 2015-16 academic year, and the 2015-16 report will reflect the new plan.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Assessment methods:

Two assessment methods were used to evaluate the three learning outcomes: one at the intermediate level and one at the advanced level.

Internship: At the intermediate level the assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the eight learning outcomes above. (See appendix A for Internship Evaluation Grid)

Capstone project: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2015 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 64 student portfolios, 10 were selected for assessment for a total of 12.5%. One external reviewer did not return the assessment of two portfolios, and only eight portfolios are considered in the assessment report. External reviewers received the assessment rubric and the URL to the online portfolios.

The following scale was used to assess the learning outcomes:

The assessment values are the same for all learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are required to come up with solutions to difficult communication problems in all courses where they have to propose and analyze research, communication campaigns, message or graphic design solutions, media plans and/or address crisis situations. (Please see attached Grid that explains the sequence of courses in the B.A. and B.S. in Strategic Communication.)

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understand of this learning outcome was 3.75. Of these 3 students (30%) demonstrated this learning outcome well but needed more work, 6 (60%) demonstrated it well, and 1 (10%) expertly demonstrated critical thinking. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.1, which was slight higher than the previous year (4.0). This indicated that portfolios provided good representation of this learning outcome.

The overall grade was 83.5%.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:
1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 4.0. One (10%) student demonstrated this well but needed more work, while 9 students (90%) demonstrated this learning outcome well. The Intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.12, which was slightly higher than last year (4.06) and indicated that portfolios provided a good representation of this learning outcome.

The overall grade for this learning outcome was 83%.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 4.3 and no students exhibited an inadequate ability on this learning outcome. Seven students (70%) demonstrated this well and 3 (30%) expertly demonstrated this. The Intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.65, which was slightly higher than last year (3.53). This indicated portfolios represented this learning outcome well, although it needs refocused attention.

The overall grade for this learning outcome was 80.5%

E. Summary of Assessment Results

The portfolio process in the school has come a long way. The assessment results for the Strategic Communications degree program indicate that the students' work is improving; each of the three outcomes assessed improved slightly from the previous year. However, the results indicate there is room for improvement. The internship results suggest that particular attention should be paid to improving students' ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to *effectively communicate complex ideas*.

In indicated in past assessments, using professionals to evaluate these portfolios is somewhat cumbersome in that they do not understand this level of assessment. They continuously ask questions about the students' work and comment that they do not wish to penalize them unnecessarily. This year the professional were better counseled on what the assessment and portfolios actually measure. Taking time to train the professionals on the purpose of the assessment led to a better participation and cooperation. It is critical that external reviewers are trained annually to understand what the assessment process is and how the school uses the data they provide.

Finally, new assessment tools need to be created/utilized to assess the other 5 learning outcomes.

The review process this year suggested the school should undertake three steps before the next assessment round:

1. Develop a pre-test/post-test that can be administered in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students.

SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES
(2014-15)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 - Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3383 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3883 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix A: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					